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ABSTRACT

Accomplishments of the first 4 years (1979-1983) of the Illinois arts plan are discussed and activities to be implemented in its second 4-year plan (1984-1988) are listed. According to the Illinois State Board of Education, the arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education. Activities implemented to achieve this goal during the first 4 years are organized according to the following headings: state board of education arts advisory structure; statewide leadership, visibility, and awareness activities for the arts; arts curricula and model site development; arts activities for the handicapped; collection of data on arts status, resources, and funding sources; standards; inservice education for teachers, administrators, and community persons; preservice teacher education, and certification standards. The impact achieved and problems encountered are examined. Future activities in these same areas are discussed, including funding and fiscal implications. The appendix contains the task force philosophy and members' names. (RM)

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Illinois Plan for the Arts in General Education Fiscal Years 1984-1988

54 015 205

Walter W. Naumer, Jr., Chairman
State Board of Education

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State Superintendent of Education

Program Planning and Development Section

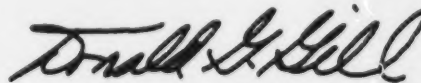
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FOREWORD

This document contains the Illinois State Board of Education policy on Arts in General Education, the Illinois Plan for Arts in General Education, the Illinois State Board of Education Goal Statement for the Arts, a staff report on the implementation of the Illinois Arts Plan, 1979-83, and the Statement of Philosophy for the Report of the Illinois Task Force on the Arts in General Education developed in 1977 and presented to the State Board. These serve as the basis for the arts education services of the Illinois State Board of Education.

The arts are an important part of general education for all students. The arts serve as an integral part of a balanced curriculum in our schools. The Illinois State Board of Education and staff are committed to working with Illinois educators in continuing efforts to identify methods and alternatives to keep the arts central and alive in our schools. All students need the opportunity to experience the arts and develop their own creative potential to meet the demands of their future world.

On behalf of the Illinois State Board of Education, I would like to thank the members of the original task force which developed the ideas for the Illinois Arts Plan, as well as the members of the Arts Advisory Committees and volunteers through the last few years who offered their services to see that it is being implemented successfully in Illinois.



Donald G. Gill
State Superintendent of Education

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**State Board of Education
Policy for the Arts in General Education**

STATE BOARD OF EDUCATION
POLICY FOR THE ARTS IN GENERAL EDUCATION
(Adopted 1978)

In May 1977, the State Board of Education received the report of the Arts Task Force. The Board acknowledges the considerable merit of this report and particularly recognizes the following:

that Illinois has tremendous potential for enhancing the quality of life through existing artistic and cultural resources;

that, in addition to motivating students, the arts function in the curriculum to enhance, enrich, and enliven the other subject areas;

that an appreciation of the arts contributes to leading an enriched, responsible, and meaningful life and enhances employment in a broad spectrum of careers; and

that Illinois schools have an expressed need for assistance in maintaining quality educational programs in the present era of declining human and material resources.

In view of these facts, it will be the policy of the State Board of Education to advocate for Illinois schools an Arts in General Education program, which should provide an opportunity for all students to experience the arts in a continuing and systematic way.

To this end, the State Board of Education directs staff to implement its Plan for the Arts in General Education, to assist LEAs in developing arts in general education programs, to cooperate with other state, federal and private agencies in support of arts in general education, and to seek adequate resources for the development of such programs. Eighteen months before the termination of this plan, the Illinois State Board of Education staff will make recommendations to the State Board of Education concerning the renewal of the plan and future arts in general education activities in Illinois.

Illinois State Board of Education Goal Statement for the Arts

ILLINOIS STATE BOARD OF EDUCATION

GOAL STATEMENT FOR THE ARTS

adopted

February 14, 1980

Arts in Education

The Arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education.

**Illinois Plan
for the
Arts in General Education:
Introduction**

ILLINOIS PLAN FOR THE ARTS IN GENERAL EDUCATION

Introduction

In January 1976, this agency appointed a Task Force to propose a plan for the arts in general education. The task force report was presented to the State Board of Education in May 1977.

This report concluded that, in Illinois schools, there is a tradition of exemplary and innovative programs in the visual arts, music, theatre, and the literary arts. Dance, movement education, and media arts were found to have expanded in recent years. Although outstanding programs were in existence, especially in the area of product and performance, the task force also recognized that comprehensive arts programs for all children were generally lacking.

In order for a district to be considered as having a comprehensive arts education program, the task force recommended that the schools provide an opportunity for all pupils to experience all the arts in a continuing and systematic way in both expressive/creative and impressive/perceptual modes of instruction. The task force report included a lengthy rationale and documentation in support of a comprehensive arts in general education program and listed six vital components of such a curriculum:

1. Generalized Arts Instruction - takes place in the elementary schools and is taught by the classroom teachers. Focus is on basic skills and general concepts that apply to all arts.
2. Traditional Arts Instruction - taught by arts specialists at all levels of education and usually consisting of music, the visual arts, drama, and dance.
3. Integrated Arts Instruction - the arts are used in the curriculum to motivate students and to enrich and extend other subject areas, e.g., math, science, etc.
4. Interrelated Arts Instruction - this type of instruction teaches students to recognize the same aesthetic concept in more than one art as well as the natural relationships between the arts disciplines. Such classes are often team-taught at the secondary level.
5. Specialized Arts Instruction - this category is incorporated into the curriculum at all school levels and is taught by both classroom and specialist teachers. This is designed for all exceptional children, gifted and/or handicapped.

6. Extended Arts Instruction - this component refers to those programs and experiences which are not usually part of the school curriculum. Students are introduced to the resources of their community, state, region, and nation. Teachers may involve parent volunteers, artists-in-the-schools, and professional performing groups.

Finally, the task force provided and urged the adoption of a detailed five-year plan for implementing the arts in general education concept as part of the regular curriculum at all levels in the schools of the state. This plan was tailored for Illinois, but relied on research conducted in state arts plans nationwide.

Following staff recommendations and after a study by committee, the State Board of Education in January 1978 instructed the ISBE staff to draft a state arts plan, based on the task force report and recommendations, for consideration by the Board. The resulting plan was adopted by resolution and was implemented. It proposed activities for fiscal years 1979-83 to bring about fully integrated, high quality arts in general education programs for the schools, communities, and arts organizations of the state. The plan was characterized by extensive cooperation among the many arts groups of the state.

Activities that are in progress or that have been completed since adoption of the plan are listed in the next section. This is followed by the projected activities in a proposed extension for a five-year period.

The proposed extension is based on the philosophy report, first presented to the Illinois State Board of Education in 1977, which established the value of arts education for all students and the definitions upon which the ISBE staff operated in implementing the Illinois Plan for the Arts in General Education. Several items found in the 1979-1983 Arts Plan were combined or completed and are not found in their earlier form in this proposed plan. Additional activities represent recommendations by the State Arts Advisory Committee especially in the areas of encouraging partnerships and cooperation for support of arts education by outside organizations and universities; collaborating with colleges of Education and Continuing Education to improve teacher training programs in the arts; providing specific printed resources to improve school programs and to provide optional structures to maintain arts in schools; and focusing on improved evaluation and accountability by ISBE in implementing this plan.

**A Report on the Implementation of the
Illinois Arts Plan
1979-1983**

A REPORT ON THE IMPLEMENTATION OF THE
ILLINOIS ARTS PLAN, 1979-1983

ACCOMPLISHMENTS OF THE FIRST FOUR YEARS

Illinois State Board of Education Goal Adopted February, 1980

"The Arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education."

I. Implementation Activities

Implementation has been directed by the Program Planning and Development Section of the Illinois State Board of Education.

Activities were based on two major assumptions: (1) the objectives could best be accomplished by developing a strong base of support of volunteer arts educators and community representatives; (2) arts programs have not traditionally undertaken long-range and community-based program planning. For these reasons, a systematic approach in educational problem solving and long-range cooperative planning efforts was developed.

The varied arts activities over the past four years included the organization and support of the State Arts Advisory Committee and the development of the Illinois Alliance for Arts Education as a not-for-profit arts education organization which is a separate entity giving support to the implementation of the Illinois Arts Plan in an advisory and advocacy role. Both the State Arts Advisory Committee and State Alliance Board are comprised of approximately 15-18 members each representing statewide arts education professional organizations as well as other arts and educational leaders in the various geographical areas of the state. The State Superintendent of Education appoints the State Arts Advisory Committee.

The following major headings are those found in the 1979-1983 Illinois Arts Plan. Activities from the first four years of implementation of the Plan are recorded under each.

A. State Board of Education Arts Advisory Structure

Five Regional Arts Education Committees fostered arts activities, provided visibility and advocacy for arts programs in their areas and advised staff on the implementation of arts in general education. The work of the five regional committees was coordinated by the State Arts Advisory Committee. The committees were made up of representatives, Educational Service Region Superintendents, school administrators, teacher educators,

parent/teacher organizations, artists, and other interested groups. The average number of meetings held during each year was 33. Annually these committees involved at least 120 individuals directly in the implementation of the Illinois Arts Plan.

The State Arts Advisory Committee, appointed annually by the State Superintendent, met 4-5 times each year to advise the agency staff and coordinate implementation of the Arts Plan.

Six issues of the Arts in Education Newsletter were disseminated in FY 79 - FY 80 as a communication link with committees and arts leaders in Illinois.

The Illinois Alliance for Arts Education formally incorporated during FY 80 when presidents of the major statewide arts education professional organizations met with the State Arts Advisory Committee to discuss common concerns and the status of arts education. The formalization of this organization has allowed the State Arts Advisory Committee to work closely with a not-for-profit group that can attract private funding for the implementation of the Plan as well as general support of arts education.

Officers of all statewide arts education professional organizations have agreed to meet annually to determine ways to cooperate and implement the philosophy of the Illinois Arts Plan.

B. Statewide Leadership, Visibility and Awareness Activities for the Arts

Convention presentations were given annually on the programs of ten to fifteen statewide and regional professional arts education organizations. Eight presentations were also made at national conventions.

Eight presentations were made to State Departments of Education and State Alliance Associations on the Illinois model for arts planning.

Regular articles were submitted to the National Alliance for Arts Education Newsletter and statewide arts professional organization newsletters.

ISBE has cosponsored several student arts festivals:

The Annual High School Theatre Festival sponsored by the Illinois Theatre Association, Illinois State University, University of Illinois, and ISBE attracts 2,000 theatre students and their teachers each year who participate in workshops, an all-state production, and performances.

Students view an opening professional performance each year such as the St. Louis Repertory Theatre or Chicago's Second City. Students and teachers can attend workshops conducted by these theatre professionals as well as over 100 other rotating workshops which are offered for students at the Festival. Extension course credits for attending teachers have been developed with ISU. Last year 30 teachers registered for the course. This year more courses have been developed on demand.

The 1983 Festival to be held January 6-8 at the University of Illinois will be the Eighth Annual Festival. Students from throughout Illinois can perform full-length productions (5-6 each year) or shorter experimental and showcase productions (15-20 each year), audition to be part of an All-State Cast special performance (past titles include: Jesus Christ Superstar, Two Gentlemen of Verona, Midsummer Night's Dream), exhibit local theatre artifacts, audition for college scholarships and register for special interest or advanced workshops on all phases of theatre. This is the only noncompetitive high school theatre festival in the United States.

The Illinois High School Dance Festival, sponsored by the Illinois Dance Association and ISBE, attracts over 700 students and teachers interested in improving their skills through master lessons by leading artists and peer performances.

This arts event is unique as it is the only Statewide Festival for secondary dance students in our nation. It provides the 700 participants an opportunity to receive dance instructions from outstanding professional artists and dance educators at sessions on techniques in ballet, modern jazz, tap, and ethnic dance forms as well as classes in music accompaniment, staging, choreographing, careers and nutrition for dancers. In addition to those 40 workshop sessions, a highlight of the Festival is always the Student Showcase of 10 high school dance groups who are selected through statewide auditions to perform in concert for peers, teachers, community and personnel from professional dance companies.

The 1983 Festival will be held at Oak Park-River Forest High School on May 7th and will be the Fifth Annual Festival.

Music Leadership Conferences. In conjunction with the ISBE, Northern Illinois University has hosted the Music Education Leadership Conference for the past 3 years. Average attendance has been 150 music educators who hold leadership positions in their schools and communities. The University of Illinois will host the conference in March, 1983.

Conference themes vary; however, the primary subject has to do with examining and addressing critical issues in music education. School districts represented: 65-70 annually.

Illinois Series of Very Special Arts Festivals are sponsored annually by the National Committee, Arts for the Handicapped, Illinois Alliance for Arts Education, ISBE and local schools/agencies throughout Illinois. Funding assistance is given by the Illinois Arts Council.

The 1982 Series is the 5th year of programs presented in cooperation with state/national agencies and educational institutions.

5000 to 5500 disabled/non-disabled students and their teachers participate each year.

ISBE coordinates the program in 6 or 7 different geographical areas of the state each year. Each site organizes regional committees of 10 to 20 members to operate its festival.

In addition to an Inservice Day for teachers and a Festival Day for teachers and students, experts in the field of arts for the handicapped present pre and post festival workshops/performances for local area school districts.

By-products of the Festival program include printed and visual materials created by arts specialists and disseminated through the ISBE to requesting school districts.

The primary goal of the program is to improve and expand arts programming for the disabled students in our schools. The program, through its public awareness and extensive participation by hundreds of school districts, can be credited for strengthening and broadening arts offerings in the schools of Illinois.

Yearly Festival statistics (approximate figures):

- 600 - Teachers and other adults
- 4900 - Students
- 325 - Number of school districts participating

Illinois Statewide Young Authors Conference sponsored annually by the Illinois Reading Council and ISBE attracts elementary students who are selected from local Young Authors Conferences in their schools.

The Illinois Statewide Young Authors Conference has been held annually for the last eight years. The purpose of the conference is to support classroom teachers in their efforts to improve the writing and reading skills of their students. Participants are chosen from K-6 students who have entered a piece of original writing in a local conference. At the statewide conference, the books are discussed, and affixed with the official seal of the Young Authors Conference. Parents and teachers who accompany the children are invited to a group session designed to further insights into all children's writing.

Children work with professional authors and gain recognition for their own works.

In 1982, 191 districts sent pupils to the conference for a total of 950 children. The Ninth Young Authors Conference, scheduled for May 21, 1983, at Sangamon State University, is expected to attract over 1000 children from 200 districts. Over the last eight years, about 5000 pupils have attended from districts all over the state. Since a district can send one representative for each 500 pupils at the local level, we estimate that as many as 2,000,000 children have been involved over the eight-year history of the Young Authors Conference.

A variety of arts awareness projects were initiated regionally including the development of bumper stickers, flyers, scripts for public service announcements, and the development of a media program to demonstrate ideas for participation in Illinois Arts Week.

Visibility activities included eight major press releases to statewide media during the first year of the Plan; a feature article in Illinois Times and special articles in papers throughout the state concerning special thrusts of the Plan; television and radio coverage and a press conference held during each of the Regional Arts Planning Seminars during the first year of the Plan; press and TV coverage during the student festivals already mentioned; printing and distribution of available arts education materials, in print and other media; inclusion of arts probes in the Illinois Problems Index, an ISBE distributed booklet outlining a process for assessing local school needs; Governor's annual declaration of a week in October as Illinois Arts Week for which ISBE distributes activity ideas and an Illinois Arts Council poster; the development of a brochure explaining the thrust of the Plan; TV public service announcements; production of a slide/tape to describe the Illinois Arts Plan; production of a documentary videotape, Moving to the Fine Arts, describing Danville Liberty School's arts program, which is an integral part of the curriculum and incorporates artists-in-residence.

Regional cooperating arts consultant teams consisting of school administrators, community arts leaders, and arts educators were identified and given a thorough orientation session for exploring strategies to arts consulting problems. These consultants are available, at ISBE expense, to work with schools throughout Illinois faced with the problems involved with arts education. There have been numerous requests annually for their services.

The ISBE arts staff serves in a liaison capacity with all of the major arts education professional associations in the state to assist in statewide promotion of: Illinois Arts Week (Illinois Arts Council), Youth Art Month (Illinois Art Education Association), Music in Our Schools Week (Illinois Music Educators Association), a high school student art project (Springboard of Springfield in cooperation with the Container Corporation of America), and the Illinois High School Theatre Week (Illinois Theatre Association).

During the second year of the Plan, five Public Forums in support of arts education were held throughout the state. These forums attracted education and community leaders for the purpose of building an awareness and the importance of arts education in each community. Attendance was at an average of 100 teachers/administrators per conference.

Five Regional Arts Awareness Conferences were held in the second year to introduce the Illinois Arts Plan concepts and new approaches to arts education. One of these became an annual event, "Spring Celebration - Excellence in the Arts," in Southern Illinois. The average attendance of each of the first conferences was 100 educators and community leaders.

An instrument was developed to identify arts education programs meeting the Illinois Arts Plan definition of a comprehensive arts education program.

Initiation of a coalition of midwest arts education staff from State Departments of Education. ISBE staff serves on the steering committee of this coalition.

C. Arts Curricula and Model Site Development

ISBE conducted five Regional Arts Planning Seminars throughout Illinois during January and February 1979 for the purpose of developing in each of the 35 selected schools a local arts plan for the expansion and maintenance of arts education programs for all students. Participants represented differing school types, student populations, locations, basic programs, and purposes in attending the seminars. These schools serve as resource sites for modeling a planning process leading to the creation and implementation of a local arts plan. Each sent a community representative, school

administrator representative, and at least three faculty members at varying teaching levels for the three-day seminar in their region. An Arts Planning Guide was developed for the participants' use during the seminar. The final plans consisted of an established philosophy, goals, objectives, timelines, leadership, cost factors and evaluation methods.

Extensive interviews, resource site progress reviews, were held with each of the original 35 schools the next year to identify their progress and identify any kinds of assistance that might be needed in those schools/communities..

A second arts planning seminar series, focusing on the specific problems faced by the 35 schools as they implemented the first year of their local arts plan, was held in each region as a follow up for the schools that attended the first Seminar Series.

Development of a listing of summer workshops and institutes in arts was distributed annually to teachers and students.

A priority was established for Illinois Title IV, Part C funding of new arts program proposals.

Assistance was given to the expansion of the Illinois Arts Council's Artists-in-the-Schools programs by setting up meetings to include more downstate schools. The IAC has recently been cited as achieving a balance in funding programs by the National Endowment for the Arts.

The IAC has just formed an Arts Education Committee with representation of the ISBE to review funding in relation to artists in schools and to make policy for the program.

Two booklets on arts activities for handicapped students were developed and distributed. An accompanying film demonstrating the use of arts activities for handicapped students was also developed.

Arts Activities for the Handicapped is a 200 page publication compiled, printed, and distributed by the ISBE is a direct result of the 1978 and 1980 Very Special Arts Festival programs. Sixty-five leading arts experts contributed a wide variety of arts activities in all of the art forms that can be used in the classroom and at home. Although the activities are designed primarily for the handicapped, they can also be used for regular students. Daily requests are received for copies of the publication. Total publications distributed to date is approximately 3400.

A new Title VII (renamed Title VI) Special Arts Project for FY 79, FY 80, FY 81, and FY 82 was initiated in Illinois to put artists in schools to promote desegregation and multi-cultural education. An average of ten schools were funded each year.

During FY 81 a regional "Caravan of the Arts" project was initiated with a series of five open house dates in resource site schools and model arts programs, which interested persons could visit.

Arts education presentations were given to over half the scheduled institute days sponsored by the Educational Service Regional Superintendents. For example, a special arts day was designed with the Sangamon County Educational Service Region Superintendent including 25 arts consultant presentations covering a variety of arts activities and experiences to assist the teaching of all subject areas in the schools. Over 750 teachers attended the first year this was held.

Through federal funds the ISBE has provided approximately 40 consultant contacts each year to schools requesting assistance in arts planning.

ISBE staff has developed files concerning career arts information for use by schools on request to be used for counselors, administrators, students and parents.

ISBE in conjunction with the Illinois Alliance for Arts Education has developed a major arts education publication, The Arts: A Basic Component of Education, including contributors of national reputation writing on a comprehensive arts curriculum in relation to the six components of the Illinois Arts Plan. Plans are underway to schedule regional conferences to introduce the publication.

ISBE staff is working with the Illinois Basic Skills Improvement Plan to produce materials showing the role of arts in basic skills such as Basic Oral Communication Skills: A Program Sequence for Illinois and a book of activities describing how the arts and other subject areas provide instruction in the identified basic skill processes.

D. Collection of Data on Arts Status, Resources, and Funding Sources

ISBE staff has printed and/or assisted with the development of regional resource listings and bibliographies which have been distributed on request.

In the summer of 1979, the Illinois Research and Dissemination Network Newsletter, The Source, highlighted arts education.

Two Illinois Title IV-C proposals focusing on arts were funded. These projects are located in Decatur and Charleston. One received accreditation to be placed on the National Diffusion Network.

Scheduling of local adoptions and adaptations of Title IV-C national dissemination projects such as the Urban Arts Project occurred during the first year of the Plan.

Joint funding efforts with Regional Illinois Centers for Educational Improvement were fostered so that local schools could use these monies for arts.

ISBE staff has worked with several interns - both high school students and graduate university students. A total of eight interns have worked in the program thus far.

A research study in arts, co-curricular, language arts and physical education course titles of junior and senior high schools was published by ISBE. This provided information on where and what was being taught in the schools. Special reports on the arts curriculum, co-curricular programs, language arts programs, and physical education were then published reflecting trends in arts education.

At least 20 local school districts each year get direct assistance from ISBE staff in the development of local arts education grant proposals to be submitted to various funding agencies.

ISBE staff has maintained contact with arts staff in other state agencies as well as the U.S. Department of Education (Washington) and has collected files of their materials which are available for research.

The Region I Arts Advisory Committee collected material on parent-supported arts education programs and ISBE published the results in a booklet, PARTS: Parents Are Resources To Schools.

E. Standards for Arts Education

Ideas are being collected to further define and update standards for arts education programs.

F. Arts Inservice for Teachers, Administrators, and Community

Arts teachers are being nominated for the Educational Awards Program, "Those Who Excel" sponsored by the ISBE.

ISBE staff have assisted in developing inservice training plans for local school districts and have linked appropriate consultants to local school inservice requests. (Also see C.)

ISBE staff have assisted universities, e.g. Eastern Illinois University and Southern Illinois University at Edwardsville in conducting extension courses or special teachers workshops on the components of the Illinois Arts Plan.

The Region II Arts Education Committee organized a coalition of area school administrators who met with officials of Northern Illinois University and made commitments and plans for a series of arts summer camps for area students and arts inservice training and extension courses for area teachers.

G. Arts Preservice Teacher Education Programs and Certification Standards

Discussion and exploration into the varying models of teacher education programs as they relate to arts programs has been encouraged informally between college/university education and fine arts departments.

New graduate programs for teachers were established at EIU, SIU-E, and the Chicago consortium of private colleges in related arts emphasis. A new graduate program in creative drama was established at ISU.

In September, 1981, a Teacher Education Conference was held at the University of Illinois at which Deans of Education, Deans of Fine Arts, Deans of Continuing Education, and selected administrators/teachers met to explore teacher preservice and inservice education program implications of the Illinois Arts Plan. A follow-up report has been prepared listing the action taken after the conference by each of the institutions represented.

II. Impact Achieved

The Illinois State Board of Education plan is cited by the U.S. Department of Education Arts and Humanities staff and National Alliance for Arts Education at the Kennedy Center for Performing Arts as being a model process of local planning and community/regional involvement and leadership. The plan is listed in Programs That Work published by the National Alliance for Arts Education. Other state departments of education have requested assistance in developing state leadership programs based on the Illinois Arts Plan.

The various awareness projects have resulted in education and community leaders becoming active participants in local planning for arts education.

The major impact has come from the planning process. The very willing contribution of time, expertise, and energy on the part of outside consultants as well as the calls and reports received, all lead to the conclusion that the 1979 Regional Arts Planning Seminars have initiated a chain of success throughout the state.

The arts planning seminar structure has been used for planning models nationwide in the arts and is being adopted in other neighboring states. It has also been used as a planning model in the ISBE for international studies, basic skills, and metrics, and it is being discussed as a process for use in other programs.

Reports from the 35 participating resource site schools are very positive. There is indication that they are accomplishing their designated activities; and, by using the planning processes, are developing a policy of strong support where it was lacking previously. At least five participating schools added arts staff positions directly as a result of their local plans. Most participating local school committees have continued meeting regularly or have expanded their committees and developed various forms of arts advocacy activities. Half have developed specific intensive inservice training or curricular writing sessions for the summer funded by Illinois Centers for Educational Improvement. Three-fourths have received official adoption of a philosophy or a long-range planning statement by their local school boards. Some have developed cooperative arrangements with local artists for expanded instruction.

Students involved in the festivals cosponsored by ISBE have become more active in the arts. These festivals have involved many students and local schools statewide and have provided a showcase for student artistic expression not readily available in their own local communities.

A variety of funding sources was utilized effectively in the effort toward implementation of the Illinois Arts Plan. This coordinating approach has provided increased resources for a single arts planning thrust from ISBE.

The program direction given by the Illinois Arts Plan has been instrumental in developing a structure for allowing local schools and communities to develop their own local plans based on their own local needs and situations.

III. Problems and Solutions

The problems encountered provided opportunities to develop innovative solutions that greatly enhanced the efforts of implementing the Arts Plan.

The problem of limited staff in the state office has been partially relieved by negotiating for the services of dozens of volunteer consultants from the schools and the community. These persons represent a vast array of expertise, which is being made available to the schools, with the State Board of Education staff helping to link resources to local needs. The only cost for this high-quality technical assistance has been reimbursement for the consultants' travel expenses, minimum honorarium, and/or substitute teachers.

A closer working relationship with professional arts education organizations has also developed. A meeting was called of the professional organization officers, to explain to them the advantages of the plan and to begin to build their confidence in the thrust. The

various activities during the last four years have produced a higher level of cooperation among the professional organizations themselves as well as with the state office, and have resulted in renewed interest and support for the Illinois Alliance for Arts Education. This year all of the statewide arts education professional organization presidents met at a retreat in May. Together they committed themselves to a list of priorities to promote and improve all the arts in education and established an annual meeting to review progress and develop further cooperative efforts.

Another problem was the expectations of teachers and administrators for the state office to disseminate curriculum guides. The ISBE has refrained from publishing guides because it is believed that curriculum should be closely tied to local needs and resources and be the responsibility of local decision-makers and local educators. Instead, the state emphasis has been on the development and use of a local planning model, which has already been used with success by at least 35 districts and has won statewide and national recognition.

The economic picture for all school programs is not bright during these times but the awareness activities and planning focus in the Arts Plan has kept the arts highly visible as part of a well-balanced educational program for all students.

Funding for ISBE implementation activities has been the result of obtaining special grants to match agency resources and cooperative efforts with universities, regional superintendents, agencies, and professional organizations. The endorsement of the ISBE for leadership through the Arts Plan has assisted staff in obtaining general funds and federal school improvement funds to carry out activities of the Plan. In order to operate the program activities with limited financial resources, staff has been able to develop cost-effective approaches such as the planning seminar series and cooperating consultant programs already reported.

Illinois school statistics show that specialized arts teachers are holding their numbers at the same rates and levels as teachers in other subject areas; however, it is apparent that more of the regular arts instruction is falling to the responsibility of the general classroom teacher. This would indicate that preservice and inservice training needs attention. Major leadership has already been aimed at developing such programs and the proposed extension of the Plan gives greater focus to this. The projected activities were based on recommendations from the Fall, 1981 Teacher Education Conference where Deans of Arts, Deans of Education, Deans of Continuing Education, selected administrators, arts leaders and ISBE staff came together to explore implications of preservice/inservice teacher training on the current practices and needs of local schools.

**Illinois Plan
for
Arts in General Education
Five-Year Plan, 1984-1988**

ILLINOIS PLAN FOR ARTS IN GENERAL EDUCATION
FIVE-YEAR PLAN
1984 - 1988

Funding sources have been identified for several activities in the Plan. Staff will endeavor to find adequate fiscal support for the remaining activities. This plan outlines continuing activities of the ISBE arts and humanities staff. Although each item has no completion or start-up date, all are intended to be initiated and completed within the five-year period.

*An asterick notes those activities which are new.

A. Arts Advisory Process

1. The State Superintendent of Education will appoint an Arts Advisory Committee. Part of the membership of the committee will be renewed annually. Membership will include arts leaders, students, artists, community arts leaders, administrators, exceptional children educators, and an Illinois Alliance for Arts Education representative. The purposes of the Arts Advisory Committee will be: 1) to advise the agency on the implementation of the Illinois Arts Plan; and 2) to communicate and work with staff to implement the Plan.
2. Agency staff will maintain consultative expertise and services sufficient to provide necessary technical assistance to the State Arts Advisory Committee Structure.
3. Agency staff and Arts Advisory Committee will provide the State Superintendent with annual status reports as well as reports of progress requested.
4. The State Arts Advisory Committee will provide guidelines on possible activities of the committee that succeeds them.
5. The Illinois State Board of Education will be represented in state/national conferences or special hearings concerning arts and humanities as announced.
- * 6. The Illinois State Board of Education will be represented as a member of the Midwest Arts Coalition.
7. Agency staff and the Arts Advisory Committee will encourage the establishment of university interdepartmental and local/regional arts advisory planning committees which will result in viable preservice and inservice arts education programs.

B. Statewide Leadership, Visibility, and Awareness Activities for the Arts

1. Staff will keep membership of identified organizations informed of developments in the arts in general education through articles submitted to professional publications and convention programs. This includes PTA conventions, community arts groups, Illinois Arts Alliance, exceptional children organizations, Illinois Arts Council, professional arts organizations, and other pertinent organizations.
2. Agency staff will distribute the Illinois Plan for the Arts in General Education on request.
3. Agency staff will assist professional organizations in planning; initiating; coordinating; locating funding, local and regional; and developing statewide activities related to the arts such as the Illinois Theatre Festival, the Young Authors Conference, Careers and the Arts Festival, Illinois Dance Festival, Very Special Arts Festivals, a joint arts festival, etc.
- * 4. Special career information relating to arts will be prepared for parents, student councils, counselors, and administrators for use in career decisions or for counseling choices in advance studies.
5. Agency staff will maintain continued cooperation with the United States Department of Education, Kennedy Center National Alliance for Arts Education, National Committee Arts for the Handicapped, and other national, state, and community organizations in order to be part of an information network on grants and trusts and which will allow the Illinois State Board of Education to have input into guidelines and decisions before they become final.
- * 6. The Illinois State Board of Education will coordinate efforts with the Illinois Arts Council on implementation of Illinois Arts Week.
7. Every other year, the Illinois State Board of Education will cosponsor a statewide Arts Leadership Conference and, on alternating years, five regional arts in education conferences.
8. The Governor will be asked to proclaim Illinois Arts in Education Week each year.
9. Agency staff will assist the Arts Advisory Committee in the identification of successful arts programs.
10. The Program Planning and Development staff will identify and train potential consultants for regional workshops on the arts in general education sponsored by other Illinois State Board of Education units and outside agencies such as universities, regional education laboratories, etc. Special emphasis will be placed on building coalition/planning groups with Schools of Education and Schools of Arts.

11. The Illinois State Board of Education staff will prepare and disseminate press releases on arts in general education activities at the state and national level and will provide the media with information on all aspects of the Illinois Plan.
 12. The Arts Advisory Committee and the Illinois State Board of Education staff will develop and disseminate at various public events printed and audio-visual materials designed to promote visibility and awareness of the arts in general education.
 13. The Illinois State Board of Education staff will provide arts in general education information to the education committees of the State Legislature on request.
 14. The Illinois State Board of Education will consider the possibility of recommending a legislative program to encourage the development of arts in education programs, and will assist in administering any legislation, if required. Information will be provided on legislative arts proposals.
 - * 15. The Illinois State Board of Education staff will establish a dialogue with various agencies to promote cooperation on arts in general education projects.
 - * 16. The Illinois State Board of Education will assist other agencies in identifying a caravan of artists-in-schools who will travel the state and do sample arts activities in communities around the state in connection with local artists.
 - * 17. The Staff of the Illinois State Board of Education will develop various communication techniques such as newsletters, press releases, and/or monthly updates which will inform educators and community people of arts education activities.
 18. The Illinois State Board of Education and Arts Advisory Committee will develop a procedure to show recognition for outstanding work by specialist and generalist teachers of arts and administrators supervising the arts as well as for outstanding arts programs.
 - * 19. Illinois State Board of Education staff and the Arts Advisory Committee will encourage community/school partnerships in the support of arts education by developing and disseminating strategies and models of organization.
- C. Arts Curricula and Resource Site Development
1. The Illinois State Board of Education staff will provide consultative services for the arts in general education to Local Educational Agencies and Regional Superintendents on request.

2. The Program Planning and Development staff will develop local planning seminars for communities, newly identified as being interested in long-range arts planning; and staff will make available printed materials and a workshop format for disseminating the methods and resources identified by exploring community resources, inservice training, outside consultants, and outside funding sources.
3. The Program Planning and Development staff will provide technical assistance to colleges/universities conducting special summer arts seminars for K-12 students.
4. The Program Planning and Development staff will publicize the summer seminars for students.
5. The Program Planning and Development staff will conduct a study into the feasibility of establishing a Summer Youth Arts School. If the feasibility study is favorable, the Program Planning and Development staff will seek funding sources and will participate in the planning for the concept.
6. The Program Planning and Development staff will begin developing and disseminating on request model curricula combining the six components as defined by the Arts Plan.
7. The Program Planning and Development staff will cooperate with the Illinois Arts Council in such activities as identifying potential schools to receive "Artists-in-Residence" funds and will serve as a member of the Arts in Education Committee of the Illinois Arts Council to advise on arts education policy and assist in promoting artists-in-schools programs.
8. The Program Planning and Development staff and the Arts Advisory Committee will identify additional LEAs in each of the five service regions to become Arts in Education Resource Sites and to conduct planning sessions to assist local personnel in the development of curricula for these sites.
9. The Program Planning and Development staff will develop packets designed to assist LEAs in developing an arts in general education curriculum and will revise the packets as needed.
10. The Program Planning and Development staff, with outside consultants, will provide assistance in developing evaluation design instruments and in program implementation for the arts in general education.
11. The Program Planning and Development staff will explore joint efforts with the Department of Aging to involve older Americans as volunteers to assist in arts in general education programs.

12. The Program Planning and Development staff will develop and disseminate a process to involve older Americans in arts in general education programs.
13. The Program Planning and Development staff will provide assistance to sites involving older Americans in arts in general education programs.
14. The Program Planning and Development staff will assist the various arts sites in disseminating model learning packets, lesson plans, and demonstration videotapes to other LEAs.
15. The Program Planning and Development staff with the various arts sites will disseminate on request arts/career education packets and develop a program to prepare arts educators and school counselors to provide guidance to students interested in arts careers.
- * 16. The Illinois State Board of Education will revise and print the Arts Planning Guide.
- * 17. The Illinois State Board of Education will prepare and disseminate information for parents outlining methods of and reasons for encouraging their children in the various arts.
- * 18. The Illinois State Board of Education will continue to compile, edit, publish, and distribute Arts for the Handicapped publications.
- * 19. The Illinois State Board of Education staff will assist the two arts projects, formerly funded by Title IV-C, in the dissemination of materials/information developed in their model programs.

D. Collection of Data on Arts Status, Resources, and Funding Sources

1. The Program Planning and Development staff and Arts Advisory Committee will identify areas in which data needs to be collected in order to carry on the activities of the Arts Plan.
2. The Arts Advisory Committee and the Illinois State Board of Education will develop and disseminate a series of position papers on programs and concerns in arts education.
3. The Program Planning and Development staff, with advice of the Arts Advisory Committee and Illinois Alliance for Arts Education, will identify arts funding for Illinois State Board of Education to implement this Plan.
4. The Program Planning and Development staff will continue to research other state plans and sources for arts education materials.

5. The Illinois State Board of Education will provide assistance to LEAs in the development of grant proposals for the arts in general education and will help LEAs identify community funding sources for arts programs.
6. The Illinois State Board of Education staff, arts professional organizations, and Arts Advisory Committee will identify arts programs accepted for inclusion in the Illinois Resource Dissemination Network.
7. The Program Planning and Development staff, in collaboration with community arts councils, the Arts Advisory Committee, and the Very Special Arts Festivals' Committees, will develop and periodically update the following resources for dissemination on request and inclusion in the IRDN: Directory of Arts Consultants, Guide to Performing Arts and Cultural Arts Institutions, Directory of Arts in General Education Resource Sites, and the Arts Resource Directory.
8. The Program Planning and Development staff and Arts Advisory Committee will identify and make contact with internal sections and external agencies for cooperation in providing arts resources to Illinois schools.
9. The Program Planning and Development staff will provide materials and technical assistance to education centers such as the Gifted Area Service Centers for the purpose of encouraging arts in general education components in the programs of these organizations.
10. The Illinois State Board of Education will use the services of graduate interns to assist in the arts education projects.
11. The Illinois State Board of Education staff will undertake a study to identify LEAs with one or more of the six components defined by the Arts Plan and, if feasible, will collect and disseminate data.
12. The Illinois State Board of Education will assist universities and other agencies in developing and disseminating sample arts needs assessments for local communities.
13. The Program Planning and Development staff and the Arts Advisory Committee will collect statistics and other information concerning arts occupations in Illinois and will make this data available on request.
14. The Program Planning and Development staff, the Arts Advisory Committee, and university personnel will cooperate in developing an "Aesthetics Awareness Inventory" for Illinois students as part of the regular Illinois Inventory of Educational Progress.

- * 15. The Illinois State Board of Education staff and Arts Advisory Committee will develop a Resource Directory for Arts Educators that will list all the printed information and human resources available through the ISBE office. Dissemination of the informal publication might occur through the Illinois Alliance for Arts Education and the individual arts organizations.
- * 16. The Illinois State Board of Education staff and Arts Advisory Committee will compile information from LEAs to determine which districts have made program cuts in arts education, have reinstated arts education programs, have altered programs for budget purposes, or have begun new programs. Information gathered will be used in-office for future planning purposes.
- * 17. The Illinois State Board of Education staff and other sponsoring agents will regularly evaluate and develop directions for recurring state sponsored programs and events.
- * 18. The Illinois State Board of Education staff will make contact with the original arts resource sites for an update report of their programs and progress and will evaluate the success of the ISBE program.

E. Criteria for Arts Education

- 1. The Program Planning and Development staff and the Arts Advisory Committee will develop criteria for arts education that will include all six components in the Illinois Arts Plan to be available on request.
- 2. The Arts Advisory Committees and Program Planning and Development staff will be available to the School Approval Section for advice on matters regarding school approval of arts education programs in Illinois schools.

F. Arts Inservice and Preservice for Teachers, Administrators, and Community and Certification Standards

- 1. The Program Planning and Development staff will identify arts consultants, who are educators, community volunteers, and artists, and will update arts consultants on new trends and directions.
- 2. The Program Planning and Development staff will cooperate with universities to encourage workshop development in the six arts components as defined by the Illinois Arts Plan.
- 3. The Program Planning and Development staff, in cooperation with identified consultants, will develop materials for inservice programs on arts in general education.

4. The Program Planning and Development staff and the Arts Advisory Committee, in cooperation with teacher training institutions, will test the feasibility of establishing exchange programs between college and K-12 teachers to enhance and expand the awareness levels of both in the arts development of students.
5. The Illinois State Board of Education staff and the Arts Advisory Committee will prepare a videotape or film series of model teaching situations in the arts for inservice purposes to be distributed to LEAs on request.
- * 6. The Illinois State Board of Education staff will provide assistance to a university or other outside agency for a survey to identify arts preservice training for elementary teachers and will disseminate the results on request.
- * 7. The Illinois State Board of Education will continue to explore emerging partnerships of schools of education, schools of fine arts, and representatives of elementary/secondary schools dealing with implementation of the Illinois Arts Plan by sponsoring conferences and assisting the facilitation of communications and planning groups consisting of the above representatives.
- * 8. The Illinois State Board of Education will work with universities to explore the feasibility of identifying model teaching teams, comprised of teachers from both elementary/secondary levels and link their work with researchers and consultants. Their planning, teaching, and evaluating experiences will be recorded and disseminated.
- * 9. The Illinois State Board of Education staff, with input from Arts Advisory Committees, will review current university and school structures/programs, district employment practices, and future expectations; and staff will explore implications of these standards to arts and the general education certification standards, standards for teacher education programs, and Illinois State Board of Education minimal standards for programs and staff assignments.
- * 10. Illinois State Board of Education staff and the Arts Advisory Committee will identify the kinds of knowledges and skills teachers and administrators, K-12, need in which to implement arts education programs described in the Illinois Arts Plan.

Future Directions

The Illinois State Board of Education staff will recommend additional activities and modifications in this Plan when appropriate. Eighteen months before the termination of this Plan, the Illinois State Board of Education staff will make recommendations to the State Board of Education concerning the renewal of the Plan and future arts in general education activities in Illinois.

Funding and Fiscal Implications

This Plan contains no mandates for local school districts and its implementation will result in no additional expense to local districts. From the standpoint of the Illinois State Board of Education, the Plan is quite flexible. It can be implemented at no additional cost to the agency. However, there are activities mentioned which may require additional funds. In these instances, it has been indicated that outside funds will be sought to finance those activities. This Plan will act as a guide for the agency and the advisory committees in seeking and spending funds to improve the quality of arts instruction in the schools of Illinois.

**Appendix:
Statement of Philosophy
for the
Report of the Illinois Task Force
on the Arts in General Education
1977**

STATEMENT OF PHILOSOPHY

for

The Report of the Illinois Task Force on the Arts in General Education
Completed June 1977

This document is provided to show the philosophical basis for the Illinois Plan for the Arts in General Education and the State Board of Education resolution of June 1978 which directed Illinois State Board of Education to implement a five-year arts plan.

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PREFACE

Joseph M. Cronin, Illinois State Superintendent of Education, responded to the concerns of educators, artists, and parents at a time when many school districts faced financial crises and at a time of national, state, and local cut-backs in all curricular areas at all levels of education by creating the Task Force for the Arts in General Education. He charged the Task Force with the formulation of a proposed Plan to preserve, strengthen and broaden the position of the arts in the schools of Illinois.

It is most evident that the arts educators in Illinois are very interested in a State Plan for the Arts in Education and that they would be willing to offer their services in its development. I am happy to announce that in the near future, the State Office is going to create a task force that will have as its charge the development of a worthwhile State Plan for the Arts. I will invite a diversified group of arts educators to serve on this committee which will include some college deans of fine arts, representatives from the professional arts organizations, community arts leaders and the fine arts members of my staff.¹

The Task Force for the Arts in General Education first convened in Springfield, Illinois, on March 1, 1976, and met throughout 1976-77 to carry out the charge of Superintendent Cronin.

1. Address of Illinois State Superintendent of Education, Joseph M. Cronin, to the Illinois Art Education Association, O'Hare-Kennedy Holiday Inn, Rosemont, Illinois, November 14, 1975.

PART I

INTRODUCTION

The State of Illinois has tremendous potential for enhancing the quality of life of its citizens through artistic and cultural resources including fine museums, outstanding examples of architecture, performing arts organizations of the highest quality, and a growing network of community arts centers and local arts councils.

Educational programs in the arts contribute significantly to the quality of life of the children of Illinois; exemplary and innovative programs exist in the visual arts, music, theatre, and the literary arts in some of our elementary schools. Dance, movement education, and media arts are additional areas that have expanded in the recent past.

While good programs are found in the State of Illinois, comprehensive arts programs are generally lacking. Some programs reach only the talented and have been traditionally built around the performing groups; some programs are designed to reach the students in special education classes; some are based on the concept of the "artist-in-residence;" others are based on survey or appreciation courses which tend to be more cognitive than experiential. No matter what the emphasis, all too often arts programs are the first to be cut and the last to be reinstated.

John D. Rockefeller III addressed these problems in 1969:

Arts education is considered a separate matter, not woven into the fabric of general education. Our present system is to involve some of the children--usually those who demonstrate special interest or talent--with one or two of the arts. . . . Our children graduate without understanding that the creative scientist and creative artist have a great deal in common. Segregated and restricted in scope, the arts are a kind of garnish, easily set aside like parsley.

A clear-cut conclusion emerges: we need to expose *all* of the children in our schools to *all* of the arts, and to do so in a way that enriches the general curriculum rather than reinforcing the segregation of the arts.²

The growing national trend towards the arts in education as a component in the general curriculum is evidenced by the formation and activities of groups including:

- Ad Hoc Coalition of States for the Arts in General Education coordinated by the JDR III Fund;
- Alliance for Arts in Education (AAE), a joint project of the John F. Kennedy Center for the Performing Arts and the Department of Health, Education, and Welfare. As of 1976, every state had established at least a planning committee for a state level AAE organization;
- Arts Education Advocacy Project, sponsored by the AAE in cooperation with various arts and educational associations* to discuss ways in which other educational groups, outside the arts but closely involved with educational administration and the determination of educational policy, can be more direct advocates for the arts in education;
- White House Conference on Arts Education held in September, 1976, sponsored jointly by the White House Office of Public Liaison, NAEA, MENC, ATA, NDA, and the Education Division of the Department of Health, Education, and Welfare. This was the first conference on arts education to be held at such a high level and was designed to examine basic aspects of quality arts education, identify factors that hinder such an education for all citizens, and recommend strategies for overcoming obstacles.

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2. Address, "All the Arts. . . For All of Our Children" by John D. Rockefeller III to the General Assembly of The Arts and Education Council of Greater St. Louis, April 17, 1969.

*	NAEA	National Art Education Association
	MENC	Music Educators National Conference
	ATA	American Theatre Association
	NDA	National Dance Association
	NAESP	National Association of Elementary School Principals
	CCSSO	Council of Chief State School Officers
	AASA	American Association of School Administrators
	NSBA	National School Boards Association

In 1975 a survey by the National Research Center of the Arts was conducted to study Americans' attitudes toward the arts. The findings of this survey show that 93% of Americans believe that the arts substantially contribute to the quality of life and that opportunities for children to participate in arts education, both performance-production and appreciation, for credit in schools is very important to substantial numbers of citizens. "When asked whether classes in each of eleven arts subjects should be taught in public schools as a credit course . . . a majority [over 57%] felt that each of the courses should be a part of the core credit curriculum."³

Illinois arts educators agree that all children, regardless of talent or handicaps, ethnic background or demographic location, and affluent or needy circumstances, require help in developing skills of creative problem solving and artistic perception and expression. The arts in general education can help our students realize their human potential which at present is too often ignored, undeveloped, or wasted.

In order to include the arts as a component of general education for all students, to preserve and extend the exemplary arts programs that exist in the state, to encourage cooperation among various artistic and educational agencies and maximize the diverse cultural resources of the State of Illinois, the Task Force for the Arts in General Education proposes the following Plan for Illinois.

3. "Americans and the Arts 1975." (New York: National Committee for Cultural Resources, 1976) p. 19.

RATIONALE

The arts have important functions in our culture and touch all our lives; "everyday aesthetics" is a part of everyday living. People often choose one product over another because of the artistic design or packaging. We are pleased to create beautiful or at least interesting images of ourselves; huge sums of money are spent annually by men and women of all ages for cosmetics and clothing to satisfy our innately human aesthetic urge.

We know ourselves and the world in which we live through the arts-- a uniquely human mode of understanding.

In any culture one finds art, music, dance, drama, literature--as well as forms of play. They are the "languages" of man, the means by which we express our experience, and the means we use to compose our own special meanings.⁴

Artists have always presented images of human nature with an eloquence that is rare in real life. The evidence that the arts have been a part of human history goes back to the Upper-Paleolithic Age. A. L. Kroeber, the eminent anthropologist, wrote of how

it was the Cro-Magnon race that painted the caves of southern France and northern Spain, and etched and carved bone and ivory with the surprisingly faithful and lively representations of mammoth, bison, boar, reindeer, wild horse, rhinoceros, and the like--the first great art known in human history.⁵

He further states that the flourishing of the arts in a culture is associated with its intellectual, political, technological, and economic

4. Paul F. Brandwein, The Permanent Agenda of Man: The Humanities (New York: Harcourt Brace Jovanovich, Inc., 1971), p. 31.

5. A. L. Kroeber, Anthropology (New York: Harcourt, Brace and Co., 1948), p. 105.

peaks.⁶ Therefore, if the arts are clearly associated with cultural advances and the "vulgarization of art is the surest symptom of ethnic decline,"⁷ it would appear that there is every reason for promoting the arts, especially those art experiences that would counter the growing trend toward the stereotype, the violent, the obvious, and the vulgar in contemporary entertainment.

The arts present what life might be, what life could be, or what life ought to be. These images inspire and teach us to be alive and fully human.⁸ Society is served by the arts in that artistic images function as the "glue" which helps hold a culture together. Our sensibilities, our values, and our social norms are shaped by the arts; the arts educate our feelings and thereby influence our actions. The arts function in society by producing images which are intrusive, powerful, and persuasive. Society, then, stands to benefit from the aesthetic education of all students.

Susanne Langer writes,

every culture develops some kind of art as surely as it develops language. . . The ancient ubiquitous character of art contrasts sharply with the prevalent idea that art is a luxury product of civilization, a cultural frill, a piece of social veneer.⁹

How much our lives are shaped by the popular arts is unknown; however, it is self-evident that we need skills to make sense of the images and offerings of the popular media--to distinguish the beautiful from the ugly, the important from the unimportant, and the sublime from

6. Ibid., p. 326

7. Susanne K. Langer, "The Cultural Importance of the Arts," Journal of Aesthetic Education, 1 (Spring, 1966), p. 5.

8. Harry S. Broudy, Enlightened Cherishing (Univ. of IL. Press, 1972, p. 23.

9. Langer, p. 5.

the vulgar. Elliot Eisner, the distinguished art educator, writes that

if the *aesthetic* perception of visual form occurred automatically, the need to try to develop it through educational programs would be superfluous. It is clear that without the appropriate set, cues, and experience such an ability has a very low probability of development. To see qualities aesthetically is to have learned how to do so.¹⁰

Instruction is required to perceive images and ideas in the various media, e.g., in sculpture, poetry, film, music, painting, prose, drama, and dance. It is possible through education to develop heightened aesthetic sensibilities as well as to promote artistic creativity. There are skills in aesthetic education and these skills can be taught to the general student; we can cultivate the capacity of students to perceive aesthetic images as well as to produce artistic products. This educational task is for the good of the individual student and for the good of the general society, which depends upon an informed and responsible as well as a sensitive citizenry. This task of arts instruction should be undertaken in the schools at all grade levels as a component of general education.

In the schools of Illinois the arts should fulfill at least two purposes:

(1) Intrinsic Purposes

The arts are valuable for their own sake; the arts experience is unique and cannot be replaced by any other mode of experience. The arts are a medium of personal expression and communication; therefore, a distinctive mode of teaching and learning is required.

10. Elliot W. Eisner, Educating Artistic Vision (New York: Macmillan, 1972), pp. 135-36.

(2) Extrinsic Purposes.

- (a) The arts are carriers of our cultural heritage; much that is unique in any culture is best exemplified in the arts.
- (b) The arts function in the curriculum to enhance, enrich, and enliven other subject areas and to motivate students who may be alienated by the present separation of cognitive and affective domains. The arts provide balance in the curriculum--attitudes and values need attention as well as the cognitive skills. Further, the arts help to develop a humanistic environment in our schools necessary for equal opportunity for all learners.

In its Goals Statement, the Illinois Board of Education has endorsed "the fundamental belief that society and all who learn must be provided with no less than a high quality, fully integrated educational system."¹¹ From this belief certain assumptions can be drawn:

- (1) All persons are entitled to access to this high-quality, fully-integrated education,
- (2) All persons should have equal opportunity to learn to the best of their capacities so that they will develop as well-integrated, educated, and humane persons and as responsible citizens,
- (3) Education represents a deliberate intervention in the life of the student; it is based on the assumption

11. State Board of Education Goals Statement. Adopted November 13, 1975, p. 3.

that there are domains of knowledge worth knowing and transmitting to our children and that there are experiences worth having and sharing. Education in the artistic domain must be central to the total academic enterprise if society is to avoid cannibalization in the twenty-first century.

Vaughn Jaenike puts it this way:

Today's students will become the leaders of the next generation. They will be major contributors in deciding the environment in which we will live. Those who have assimilated aesthetic awareness can be expected to plan cities, buildings and homes that are better places in which to work and live and enjoy life.¹²

Wilson Riles argued for the arts in general education during the recent California Comprehensive Arts Programming Planning Symposium:

Arts education doesn't *take from* the rest of education--it *adds* a different and vitally needed dimension. Scientists are demonstrating that arts education improves learning in reading and math. Arts education does more--it develops creativity, as well. You have a host of allies among specialists who are concerned with education and the hemispheric process of the brain. Word is spreading--*arts education is as essential as the 3 R's to the development of the kind of creative, problem-solving men and women we must have to cope with the complexities of the twenty-first century.*¹³

The Task Force believes that *aesthetic awareness is a survival skill in the closing decades of the twentieth century.*

As a prime content area in which attitudes and values are conveyed, the arts are an essential component in the school curriculum. To continue to cut back, neglect, or strangle the position of the arts in

12. Vaughn Jaenike, "The Fine Arts and Career Education," in The Career Educator, Donald P. Garner, ed., (Eastern Illinois University Press, 1976), p. 24.

13. Wilson Riles, California Superintendent of Public Instruction, address given on February 3, 1976, in Los Angeles, California during the California Comprehensive Arts Programming Planning Symposium.

Illinois schools is to deny students perceptual and expressive skills for aesthetic literacy in the 1980's. If one needs evidence for this argument, one merely needs to look at our polluted environment, cluttered highways, ugly cities, honky-tonk commercial strips, and vulgar and violent media programming. These things all dull our senses and sensitivities. There are differences in qualities of expression, perception, and communication; ideally, education in the arts would begin to raise the level of those skills in many of our students.

THE SIX COMPONENTS OF ARTS IN GENERAL EDUCATION

The six components of the proposed Plan for the Arts in General Education interlock--touching at the center of the model. (See Figure 1) The classroom teacher is essential to this arts program in several ways and the specialist teacher has responsibilities in more than the usual traditional mode of instruction. Moreover, the proposal also calls for the involvement of parents, artists, and community people and institutions. In order to implement the plan fully, all six components should be included in a schools curriculum. However, the actual implementation of the proposal will depend on local school districts needs and resources, personnel, and children. The cultural setting of the community will influence the ways in which the six components are implemented. Nevertheless, to be counted as a district or a school with a comprehensive arts education program there should be opportunity for all students to experience all the arts in a continuing and systematic way in both expressive/creative and impressive/ perceptual modes of instruction. In other words, the arts will cease to be frills, on the periphery of the curriculum, and will be considered as part of basic education for all children.

1. GENERALIZED ARTS INSTRUCTION

Most often, but not exclusively, this form of arts instruction takes place in the elementary school and is taught by the classroom teacher. This instruction should include awareness experiences, the development of perceptual skills, talk about everyday aesthetics, discussion about the arts and artists, the establishment of positive attitudes toward the arts, and the valuing of things and events with aesthetic quality. Generalized arts instruction focuses on basic skills and general concepts that apply to all arts; the skills developed here are necessary for aesthetic experience and creative expression.

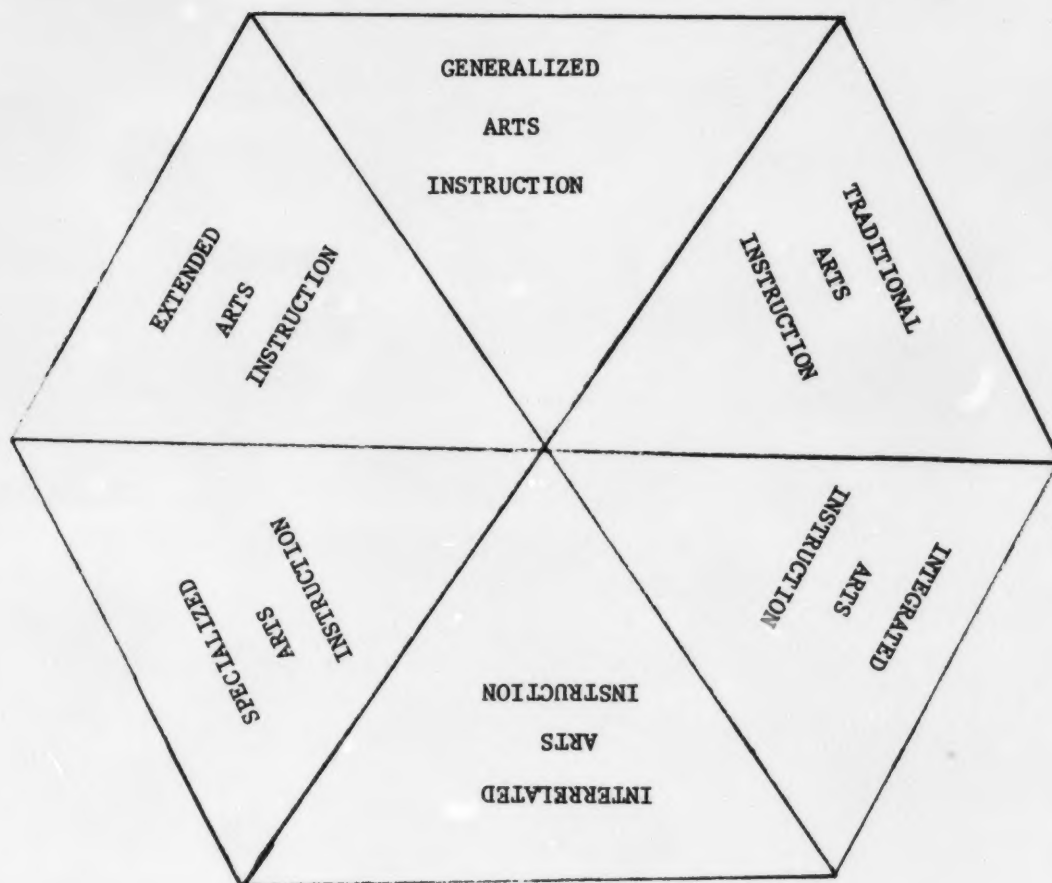


FIGURE 1. Conceptual Model of the Proposed Plan for the Arts in General Education in Illinois.

2. *TRADITIONAL ARTS INSTRUCTION*

Programs in this form of arts education have their foundations in the individual arts disciplines, e.g., music, the visual arts, drama and dance. The activities and experiences offered by the arts specialists who usually teach such traditional programs are not only provided in classes, but also through performances, exhibitions, publications and demonstrations. This type of arts instruction is found at all levels of education, but is more frequently located in the secondary schools.

3. *INTEGRATED ARTS INSTRUCTION*

In this type of arts education the arts are used in the curriculum to motivate students and to enrich and extend subject areas. Mathematical concepts such as proportion may be taught through music or movement; space exploration may be illuminated by reading science fiction or the experience of the westward movement in the United States may be simulated through the use of creative dramatics. Since the ability to perceive and successfully solve cultural, technological, economic and personal problems draws in part on what are essentially aesthetic perceptions, the problems of a technological society may be made more vivid through the study of examples from the arts. Integrated arts instruction offers the teacher the opportunity to use the arts in many different subject areas. This component of arts education adds interest to the general curriculum content, makes it possible to reach more students through imaginative interpretation of events or experiences, and provides for alternative teaching styles.

4. *INTERRELATED ARTS INSTRUCTION*

Interrelated arts instruction includes programs which are designed to teach similarities and differences among the various arts, e.g., how

themes are developed in literature and music or how a spatial concept is expressed in dance and painting. This type of instruction would teach students to recognize the same aesthetic concept in more than one art as well as the natural relationships between the arts disciplines. Such classes are often team-taught, though a specialist in one discipline may have the ability to work in another area. The courses are most frequently found in the secondary schools and offer an alternative to subject-matter organization in the high school or middle school. Sometimes interrelated arts programs are presented as humanities programs; in any case, the programs center around the commonalities and natural relationships that exist in the various arts.

5. *SPECIALIZED ARTS INSTRUCTION*

This form of arts education has programs which are designed for students or classes with particular needs and/or special situations. Examples would include programs for the handicapped and the gifted, the special requirements for bilingual-bicultural classes, and individually tailored classes for the very creative or talented. Ideally, this category of arts instruction would be incorporated into the curriculum at all school levels and would be taught by both classroom and specialist teachers.

6. *EXTENDED ARTS INSTRUCTION*

This component of arts education refers to those programs and experiences which are not usually part of the school curriculum, but which offer additional enrichment and opportunity for learning in the arts by reaching out into the community. These programs introduce students to the resources of their community, state, region, and nation. Teachers may involve parent volunteers, artists-in-the-schools, and

professional performing groups in this component of arts education. Visits to exhibits, museums, concerts, buildings, and interesting environments may be arranged through field-trips or through extra-curricular clubs or activities. Ideally, this category of arts instruction would be found at all levels of the schools, engaged in by classroom teachers and specialists alike, as well as by guest artists and community volunteers. Through direct encounters with art in a wide sampling of the arts the students gain insight into the creative process and some measure of technical appreciation. Through attending "live" performances and art showings student can directly experience the arts in a way not fully possible in classrooms where only reproductions of art works and taped music are used. The high level professional performance leads to an awareness of artistic possibilities, increases motivation in the young aspiring artist, and excites and engages the audience in a way that no "replay" can equal.

SUMMARY

The six components of arts instruction work together and separately:

- (1) to develop basic awareness and perceptual skills;
- (2) to provide avenues for personal creativity and expression;
- (3) to enhance learning in other subject areas by providing vivid examples or artistic insights into content, process, or concepts;
- (4) to help students formulate personal values in the aesthetic domain and become critical, discerning and particular about their aesthetic encounters, choices, and lifestyles;

- (5) to offer teachers alternative strategies and teaching styles through the use of the artistic mode of understanding and interpreting the world and our experience in it;
- (6) to provide balance in the general school curriculum in order to contribute to a more humanized total school environment;
- (7) to utilize local, regional, and state resources in the arts education of the students;
- (8) to develop future citizens with aesthetic sensitivity.

These six components of arts education, when fully implemented into the schools at all levels as part of the ongoing and regular curriculum, would constitute a comprehensive and high-quality arts education program for the students of the State of Illinois. While each component contributes to the plan and can be implemented separately and independently, the Task Force for the Arts in General Education advocates the adoption of this comprehensive approach in order to bring about the fundamental curriculum changes necessary to achieve a fully-integrated, high-quality arts in general education program.

Part II of this report will propose the roles and responsibilities of various agencies, institutions, and individuals required for the full implementation of this arts program.

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